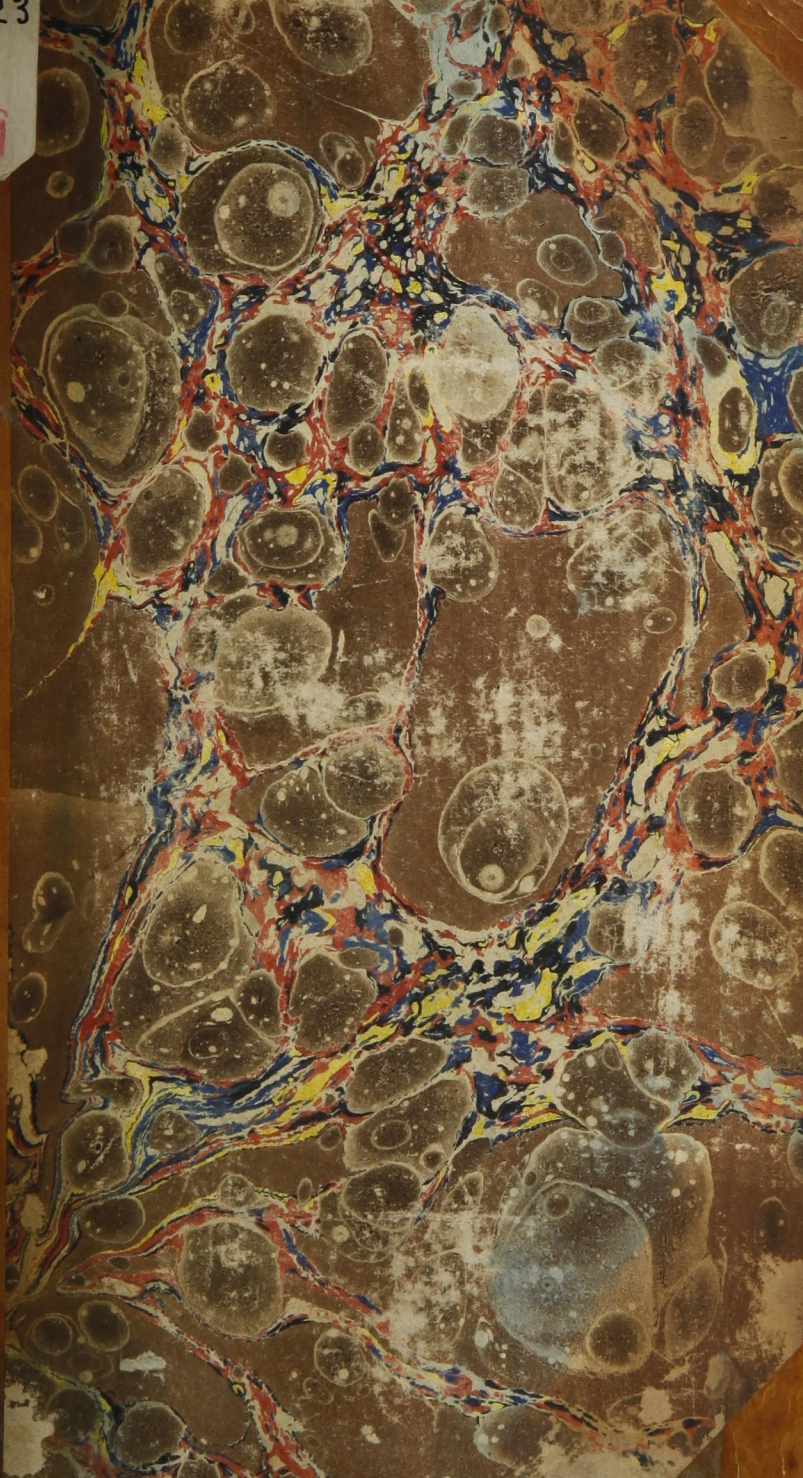


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COLUMBIA INSTITUTION

—FOR THE—

DEAF AND DUMB

THE CHARLES BAKER COLLECTION

NUMBER 13

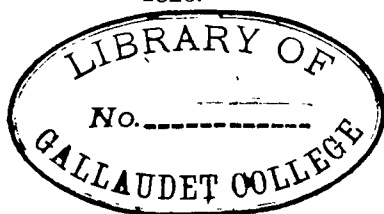
METHOD OF INSTRUCTING
THE
DEAF AND DUMB.

A
CONCISE EXPOSITION
OF THE
METHOD OF INSTRUCTING
THE
DEAF AND DUMB
IN THE
KNOWLEDGE OF A WRITTEN LANGUAGE
UPON
SIMPLE AND RATIONAL PRINCIPLES.

BY J. R. YOUNG,
MASTER OF THE PRIVATE ESTABLISHMENT FOR THE
DEAF AND DUMB, PECKHAM.

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1826.



TO
LIEUTENANT W. B. NOBLE, R. N.,
THESE FEW PAGES
UPON A SUBJECT IN WHICH HE IS PARTICULARLY
INTERESTED
ARE INSCRIBED,
IN SINCERE, THOUGH FEEBLE TESTIMONY
OF THE HIGHEST RESPECT FOR HIS CHARACTER,
ESTIMATION FOR HIS FRIENDSHIP,
AND GRATITUDE
FOR THE MANY IMPORTANT SERVICES WHICH HE
HAS AT VARIOUS TIMES CONFERRED UPON HIS
OBEDIENT AND OBLIGED SERVANT,
THE AUTHOR.

ERRATUM.

Page 67, line 6, *for* them, *read* that.

PRIVATE ESTABLISHMENT
FOR THE
INSTRUCTION OF THE DEAF AND DUMB,
PECKHAM

(Removed from the Walworth Road).

CONDUCTED BY J. R. YOUNG,
NEARLY TEN YEARS TEACHER IN THE ASYLUM FOR DEAF
AND DUMB, KENT ROAD.

THE limited number of twelve pupils are received into this Establishment, and instructed in Articulation, Composition, and the other usual branches of education. The pupils are all parlour boarders, and enjoy every domestic comfort and accommodation.

TERMS.

Board and Instruction	50 Guineas per annum.
Washing and Seat at Chapel	5
Drawing	5

References may be made to the following gentlemen, whose children have been some length of time under instruction.

Lieut. Noble, Peckham,
Capt. Stewart, Woolwich,
H. Fellows, Esq. Queenhithe.

. Payments to be made quarterly, and each pupil to be provided with six towels and a silver spoon.

INTRODUCTION.

THE instruction of the deaf and dumb is certainly a subject of some importance; and the developement of the means, however simple, by which beings, apparently shut out from all opportunity of making the acquisition, are, nevertheless, enabled to comprehend and apply a written language, must prove interesting, both to individuals more immediately concerned in the discussion, and to the curious inquirer in general.

It is, therefore, certainly singular, and the fact is much to be lamented, that of all the

persons who have at various times, and in different parts of Great Britain, devoted themselves to the occupation of instructing the deaf and dumb, none have hitherto clearly developed the methods they have adopted, nor attempted to benefit the public by a faithful exposition of those principles, which, from this unaccountable concealment, have by some been undervalued and contemned, and by others considered as involving mysteries too recondite to be unfolded to common minds.

We have, it is true, several works avowedly written in reference to this subject, and in some of them will be found many judicious remarks, bearing more or less upon the particular topic proposed. But as books professing to unfold to the inquiring reader the

“art” of instructing the deaf and dumb, they have been the means, in most instances, of misleading rather than benefiting; for although they may contain much curious, and even valuable information, yet it has been found to be not precisely that kind of information that was most needed and expected.

While making these observations, I have more particularly in my eye Dr. Watson's book on the instruction of the deaf and dumb; a performance which, whatever may be its peculiar merits, I am persuaded no person ever perused, with a desire to be made acquainted with the method of commencing and carrying on the education of a deaf and dumb child, who did not rise from that perusal with disappointment and regret.

Some writers, in delivering their opinions on this subject, have advanced very novel assertions. They have endeavoured to persuade the public that for a child to be born deaf is no calamity at all, and as to his education, "let him," say they, "be sent to school as other children are, and he will learn as they do." This advice, however, I think very few reflecting persons will be disposed to follow.

That a peculiar method must be employed in the education of a deaf and dumb child cannot, I am sure, admit of any rational doubt; for there is more than usual difficulty to contend with—more than ordinary obstacles to overcome, and, consequently, ordinary means must prove insufficient.

It does not, however, from this follow, that because there is peculiarity there must necessarily be mystery ; or that because there is a departure from the ordinary course there must be a correspondent deviation from natural simplicity and common sense. If, however, these inferences have been drawn, I hope the perusal of the following pages will tend to show their fallacy. Of the published systems that have appeared on the Continent, from the celebrated teachers the abbé de l'Epée and the abbé Sicard, it is not my intention, at present at least, to offer any opinion ; although, if this attempt meet with a favourable reception from the public, I may perhaps prefix to a future edition thereof an impartial examination, and a candid statement, of what

appears to me to be the principal merits and defects of those systems.

I shall at present content myself with observing, that, in the hands of their propagators, I see no reason to dispute the good effects that have been imputed to them on the Continent, although denied to them, perhaps somewhat unjustly, by English teachers.

Neither shall I here point out wherein the course I think it expedient to adopt in instructing the deaf and dumb differs from that pursued at the public institution in the Kent Road ; suffice it to say, that, as a whole, it differs more or less from each of these methods. Indeed, they all appear to me to have,

in a greater or less degree, one common practical fault, that of dictating to the pupil certain set questions and answers by way of lessons to be committed to memory, and thus employing too much of his time in the drudgery of learning by rote*.

In putting a question to a deaf and dumb pupil, I would advise, by all means, that he be left to the exercise of his own ingenuity in

* If any person ask a boy, who has been three or four years under instruction in the institution above alluded to, "What is butter?" he will invariably receive for answer (if the boy's memory be good), "Butter is a substance obtained from cream by agitation" The questionist, therefore, will not gain the object he has in view, which is, doubtless, to ascertain the child's capability of expressing his ideas by written language; for instead of evidence as to his qualifications in this respect, he will obtain merely a proof of the retentiveness of his memory.

framing a reply. If he fail, his failure may arise either from his not having correct ideas of the subject, or if his ideas be correct, from his inability to embody them in language. In either case, the assistance of his instructor should be afforded, but assistance should not be obtruded where it is not absolutely needed. The pupil should be made to depend as much as possible upon his own unassisted powers ; and the practice of learning set questions and answers by heart should, I think, be entirely abolished, as affording no real advantage to the learner.

With respect to the origin of the art of instructing the deaf and dumb, it may here be briefly mentioned, that writers on this subject generally refer the first practice of it to Spain,

where Bonnet applied himself to it with considerable success, and published an account of his method in 1620. But it is also said to have been practised by others before this period, and particularly by a countryman of his, one Peter Ponce, a Benedictine monk, who, as early as the latter end of the preceding century, is said to have instructed a person born deaf and dumb. In Holland, Amman, a Swiss physician, taught a deaf and dumb young lady with success in 1690; and he also published an account of his system. In England this subject was first discussed in 1670, by the celebrated Dr. John Wallis, Savilian professor of geometry in the University of Oxford. Several deaf and dumb persons were at different times taught by him to com-

municate by written language; and he, as well as the above-named foreign teachers, all taught their pupils to articulate, and there is every reason to suppose by one common method*; although Dr. Wallis was not aware that the idea had ever been conceived by any other person, judging at least from his papers on this subject in the Philosophical Transactions for 1670 and for 1698. As might be expected by any one at all acquainted with Dr. Wallis's eminent abilities, his method of

* "There being no other way to direct his speech than by teaching him how the tongue, the lips, the palate, and other organs of speech are to be applied and moved in the forming of such sounds as are required, to the end that he may by *art* pronounce those sounds which others do by *custom*." Dr. Wallis's Letter in the Phil. Trans. for July, 1670.

proceeding was rational and judicious ; and from the very brief account which he has given of it, it appears that the process, which it is here proposed to explain, is very nearly allied to it.

Dr. Wallis, it seems, enabled only two out of all his pupils to speak ; but it ought not from this circumstance to be inferred, that he never attempted it in other instances ; for if he had abandoned it after having succeeded with these two persons, it is most probable that he would have stated his reasons for so doing, which, however, he has not done. I therefore think it more reasonable to suppose, that he taught all his pupils to articulate, although only two of them arrived at such a degree of perfection as to be adduced by him

as instances of his success in teaching the deaf and dumb to speak*.

I shall now proceed to lay before the reader what experience has induced me to consider the simplest method of proceeding, in order to enable a deaf and dumb child to comprehend a language. I do not affect to call it a *system*—it has perhaps no claim to that designation; it is, in short, nothing more than that plain and natural course which any per-

* It is but fair to state, that of these two persons, one only was born deaf and dumb, the other having lost his hearing at about five years of age.

And with respect to the former of these, Mr. Alexander Popham, Dr. Holder asserts his claim to having taught him to speak before he was placed under Dr. Wallis, at which time, it seems, he had quite forgotten Dr. Holder's instructions.

son's judgment, after due reflection on the subject, would be most likely to suggest in reference to an undertaking of this kind: every one, therefore, will be capable of judging of its efficiency as a means to the attainment of the end proposed.

INSTRUCTION

OF THE

DEAF AND DUMB.

SINCE what is usually termed the faculty of speech is in reality nothing else than an attainment acquired by imitation, through the means of the organ of hearing, it follows, that when the possession of this organ is denied from birth, or when its essential parts are destroyed in infancy, by whatever cause, the unfortunate subject of the calamity must necessarily remain dumb.


The natural difference then between a person deaf and dumb and an ordinary individual does not necessarily consist in more than this,

that upon the one, nature has bestowed five senses, and upon the other but four: the one, from his superior endowment, grows up a speaking being, the other, from his deficiency, continues mute; his inability to speak arising solely from the ordinary channel through which language is acquired being closed.

When it is beyond all hope ascertained that a child is deaf and dumb, the attention and inquiries of its parents and friends naturally become very anxiously directed to the most rational and available means of communicating to the little unfortunate, as early as possible, the knowledge of a written language, thereby narrowing the chasm which nature appears to have created between him and others, and elevating him ultimately to the level occupied by his fellow-men.

How this very important object is to be accomplished, it is my present endeavour

briefly, but simply, and clearly, to point out.

With respect to the period when a course of instruction may be most advantageously entered upon, no precise time can be fixed, as much will, of course, depend upon the child's natural ability, or upon the developement of intellect which he exhibits; generally speaking, however, at about five years of age will be a  very suitable period to commence.

By this time, the child will have had abundant opportunities of observing that there exists between himself and those around him a very considerable difference. He will not have failed to remark, that, among others, the will may be communicated, and the thoughts conveyed, in a manner very different from that which he himself employs for the same purposes. He will have discovered, that, instead of intercourse being carried on by signs ad-

dressed to the eye, the motion of the lips is employed, and the organ addressed is the ear.

How communications are thus interchanged, he will, of course, be utterly at a loss to conceive; he gradually, however, becomes familiar with, and at length reconciled to the fact, however incomprehensible to him, that intercourse is maintained in this way with great ease and rapidity; that his own method of gesture is peculiar to himself, abounding with imperfections, intelligible only to his immediate friends, and often, even to them, from the paucity of its resources, very inadequate to the full expression of his feelings; but it is the only one, alas! of which he can avail himself. He thus becomes practically acquainted with his situation—he finds that he is deaf.

In this state of things, let the business of education commence by teaching the pupil, in

the usual way, the formation of letters. The art of writing being entirely imitative, and requiring only the use of the fingers and eyesight, may be acquired by deaf and dumb children as readily as by others; a circumstance of peculiar importance to the former, as to them it must constitute the only perfect channel for the conveyance of information to the mind.

It may here be proper to remark, that every attention should at all times be paid to the pupil's signs, even from his earliest attempts at this imperfect but expressive mode of making known his wants and his feelings. By affording this attention, it will be seen that the child constantly employs distinct signs to denote different objects and feelings, accompanying his gestures by expressions of countenance naturally indicative of the existing emotions of his mind. The parent or teacher should use every endeavour to recollect

and familiarize himself with these signs, and in communicating with the child, to be careful to apply them in a similar manner, and under precisely the same circumstances as he does, in order that they may thus acquire a definite value. Endeavours should likewise be used to establish, as far as practicable, a system of signs; in which endeavours, the pupil will, as it were instinctively, assist his instructor; indeed, signs being his peculiar language, he will generally be found to evince great fertility in their invention.

The collection of signs thus agreed upon and established, should, at every favourable opportunity, be amplified and extended, so as to approach, as nearly as possible, towards an efficient medium of communication; for it must, I think, appear very obvious, that in teaching a language to the deaf and dumb, great assistance may be derived from a copious collection of signs, the import of which is al-

ready understood, and their signification fully established.

If it were possible for us to arrive at such a degree of perfection in the language of signs, as to be able effectively to avail ourselves of it for all the purposes of communication, it would be a happy circumstance; as then the difficulty of teaching a written language to the deaf and dumb would little exceed that common to every foreign language, attempted by an ordinary individual; little more would be required than the translation of the one language into the other; attention being at the same time paid to the idiom and construction peculiar to each. This degree of perfection, however, must not be expected*.

* It must not be here supposed that I recommend the establishment of any system of signs, constructed in reference to the words or idioms of our own language. All that I advise is, that we make our collection as copious as possible, in order that we may communicate by

While adverting to the attention which the child should at this early period receive, I can-

their aid as much as possible ; the signs employed being in conformity to the suggestions of nature, and not to the construction of our language. I am not therefore advocating the Abbé de l'Epée's system of *methodical signs*, although I am persuaded that every teacher of the deaf and dumb will derive advantage from a perusal of the Abbé's work on that subject.

Dr. Watson ridicules the attempt to teach signs to the deaf and dumb. "Never," says he, "let any thing so chimerical be thought of, as an attempt to turn master to the deaf and dumb in the art of signing;" and, in order to show the absurdity of such an attempt, he adduces the following as a parallel case.

"What should we expect from a European who should undertake to teach his own regular, copious, and polished language to a South Sea Islander, who was henceforward to live among Europeans, and whose scanty vocabulary extended only to a very few words, barely sufficient to enable him to express in a rude manner, what was required by the uniformity of his condition, and his paucity of thoughts? Should we suspect that the teacher would set about new-modelling, methodizing, and enlarging this rude and imperfect language, as the readiest

not help making a few observations upon the conduct of those parents who, from some mistaken view, confine their mute offspring almost entirely within the precincts of a nursery during his earlier years, and deny to him that

method to make the islander acquainted with the European tongue; especially, though this new-modelled language were the thing practicable, which, I apprehend, few will contend for, could be of use but to these two persons?" To these queries, I shall merely reply, that, however ridiculous this project might appear, it would be equally ridiculous to attempt to teach one language without the aid of another—without a vehicle nothing can be conveyed. And with respect to the language of signs, depending, as it does, entirely upon gesture and expression of countenance, it can hardly be called conventional,—it is natural; and, therefore, to compare it with any other language, in reference to the practicability of its enlargement, is absurd. Every new emotion in the mind, every new stimulus offered to the senses, manifests itself, even in persons who hear and speak, unless nature is subdued, by external appearances of action or expression; so that, in fact, nature suggests her own signs.

freedom of ingress to their presence, which his more fortunate brothers and sisters enjoy. Let it be recollected, that the deaf child, though less favoured by nature, has, at least, as much claim to these privileges as they, and though mute, does not surely less powerfully recommend himself to the fostering care and attention of his parents. The deaf child, moreover, possesses quite as much natural sensibility, and is capable of feeling as acutely any slight offered to him, as other children of the same age, and the continuance of such treatment as this toward him cannot fail at length to engender feelings in his mind, which, added to the consciousness he already has of his natural deficiency, must tend to make him deeply sensible of the forlornness of his situation. He will naturally look up to his brothers and sisters as his acknowledged superiors; readily yield on all occasions to their directions, and will thus, not unfrequently,

become the unhappy subject, either of their ridicule, or of their imposition.

In opposition to this too frequent practice, I would strenuously recommend that the deaf and dumb infant enjoy as much of his parents' *personal* care and regard as the other children of the family; for although naturally different from them by an organic defect, let him have no cause, as far as you can avoid it, to *feel* that difference. Let him see that you view him as occupying a place in the family of equal importance with the other children, and that you strongly discountenance every attempt to take advantage of his calamity. If you have company, do not let his affliction induce you to exclude him alone, merely because you apprehend that his inarticulate noises may be offensive or his gestures troublesome; for by thus excluding him from all opportunities for observation, you strengthen the barrier which nature has opposed to the expansion of his

mental faculties, and effectually check that natural inquisitiveness and disposition for inquiry, which it is so desirable should exist when education is to commence*. But to return to our pupil.

* Alluding to former times, the writer of the article Deaf and Dumb, in the Supplement to the Encyclopædia Britannica, observes, that “ In France the very birth of such children was accounted a sort of disgrace to the family from which they sprung ; and the duties of humanity were deemed to extend no further in their behalf, than to the maintenance of their animal existence, while they were carefully excluded from the eyes of the world, either within the walls of a convent, or in some hidden asylum in the country. Abandoned thus early to their fate, and regarded as little better than idiots, it is not surprising that their future behaviour should have been such as might seem to justify the narrow views which prompted this ungenerous treatment. All motive to exertion being withheld, and all desire of improvement being repressed, the faculties soon languished and became paralyzed for want of proper objects on which they could be exercised—and man was sunk to the condition of the brute.”

While occupied in tracing the forms of the letters, the learner may at the same time be taught to acquire their articulation, or to imitate, by means of the organs of speech, which he is here supposed to possess in as much perfection as others, the formation peculiar to each letter*.

For this purpose, the position which the external organs assume in the production of the several sounds must be distinctly shown to the pupil; while he is made to feel with his finger applied to the throat the vibration which the sound there creates. He will immediately endeavour to imitate what he observes, and after a few trials will generally succeed.

The several positions of the organs necessary for the production of the various articulate sounds in our language are here explained.

* When it happens that the organs of speech are imperfect, which is, however, an exceedingly rare occurrence, articulation will not, of course, be attempted.

With respect to the vowel sounds, which are to be taught first, the position of the organs of speech requisite to produce them are too simple to need any minute description of them here.

The vowel *a* has four distinct sounds ; they are observable in the words *fat*, *fate*, *father*, and *fall*. The sound which the pupil should be required to produce, is that heard in the word *father*, this being the most open.

The teacher then is to pronounce this sound slowly and in a strong voice, the pupil's finger being placed on the throat to feel the vibration, and his eyes being at the same time directed to the organs employed.

The teacher must now in his turn place his own finger on the pupil's throat, and seem to require from him a similar performance to that which he has been witnessing, and which he will now attempt ; if, however, he do not produce sound, let him be made to apply his

own finger to his throat, and he will discover, by feeling no vibration there, that his imitation is imperfect, and he will further try till sound is produced.

Having practised this sound a little, the pupil may proceed to *e*; the teacher dwelling on the sound sufficiently long to enable the pupil distinctly to see the formation, while he feels the sound as before.

The sound of *i*, consisting of the sounds of *a* and *e* combined, is, by their help, instantly acquired.

O is a simple sound, the formation of which is very easily shown.

U is composed of two sounds, the first is that of *e*, and the second is produced by the double *o* in pronouncing the word *ooze*; two very distinct formations then are to be exhibited to the pupil.

Y, at the end of a syllable, has the same sound as *i*; at the beginning of a syllable, it

takes the sound of *e*, the former only is to be attended to at present.

When the pupil has sufficiently practised these sounds to be able to produce the correct articulation of any vowel when promiscuously pointed to, the teacher may proceed to show him the power of *b*.

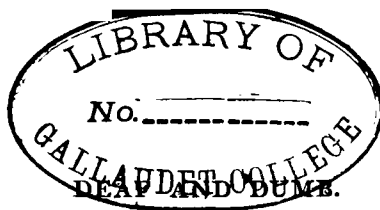
This power is soon learnt; nothing more is necessary to produce it than to close the lips, and with a propulsion of the breath force them apart, sounding at the same time in the throat.

As soon as *b* is acquired, the pupil will be able to produce the sounds of the following syllables, which are to be given him.

ba, be, bi, bo, bu, by,

ab, eb, ib, ob, ub.

The power of *c* is not so easily shown; it is produced by pressing the back part of the tongue to the roof of the mouth, and then forcing it down by propelling the breath. The



pupil will ascertain this formation best, by his finger being put into the teacher's mouth.

When this sound is produced, the pupil will readily run over the syllables,

ca, co, cu,

ac, ec, ic, oc, uc.

Here we omit *ce, ci, cy*, because whenever they occur in a word the *c* takes the soft sound.

The formation of *d* will be best shown to the pupil by advancing the tip of the tongue a little beyond the teeth, closing them rather forcibly upon it, and making him feel with the back of his hand, that, upon unclosing them you thrust the breath through; his other hand feeling sound in the throat.

With the help of *d* he will pronounce the syllables

da, de, di, do, du, dy,

ad, ed, id, od, ud.

F is formed by bringing into contact the

upper teeth and the under lip, and emitting the breath through. From this letter the pupil goes to the syllables

fa, fe, fi, fo, fu, fy,
af, ef, if, of, uf.

G is formed in exactly the same way as *c*, with respect to the position of the organs ; and the difference of sound arises from this letter being accompanied by a deep sound in the throat very easily felt. This letter combined with the vowels, gives

ga, ge, gi, go, gu, gy,
ag, eg, ig, og, ug.

H is nothing more than an emission of the breath ; it is not worth the pupil's attention. The teacher may intimate to him that the syllables

ha, he, hi, ho, hu, hy,

are sounded as the vowels.

The letter *j* has two distinct sounds, that

of *d* and that of *sh*; it may be omitted till *sh* has been learned.

K has the same formation as *c*; and the syllables

ka, ke, ki, ko, ku, ky,
ak, ek, ik, ok, uk,

have been already pronounced.

The formation of *l* is shown by bringing the tip of the tongue in close contact with the roof of the mouth and upper front teeth, sounding at the same time in the throat. This enables the pupil to go over the syllables

la, le, li, lo, lu, ly,
al, el, il, ol, ul.

The formation of *m* is very simple; its sound is produced by closing the lips and sounding in the throat; the pupil feeling the vibration both when his hand is applied to the throat and to the lips; this power is to be combined with the vowels as before.

N is formed by bringing the upper surface of the tongue in contact with the palate, so as to prevent the escape of the breath but through the nose; the mouth must be a little open, and vibration felt both in the throat and nose. The syllables formed by combining this letter with the vowels are next to be pronounced.

The formation of *p* differs from that of *b* only in this; the lips are here to be pressed rather more closely, and there is to be no sound in the throat. The syllables follow here as usual.

The letter *q* always occurs in conjunction with *u*; the teacher, therefore, is to show the formation of *qu*; this syllable is composed of the hard sound of *c*, and that produced by pronouncing *oo* in the word *ooze*. When the correct sound is produced, the pupil is to go over the syllables

qua, que, qui, quo, quy,
aqu, equ, iqu, oqu.

To form *r* the tongue must be turned back almost as far as possible, the tip of it coming nearly in contact with the roof of the mouth; and the breath must be gently emitted between, with but little sound in the throat; by putting the pupil's finger in the mouth this formation will be discerned. This power is to be combined with the vowels as in the preceding instances.

To produce the power of *s*, let the teeth and lips be a little open, and the latter somewhat distended, so that the front teeth may be visible, then the tongue is to be brought into close contact with the under teeth and the breath forced through.

The formation of *t* is similar to that of *d*, but for the former there must not be sound in the throat.

For *v* the formation is similar to that for *f*; but here vibration will be felt in the throat,

as also by placing the finger in contact with the upper teeth and under lip.

W is easily shown by pronouncing clearly the double *o* as heard in the word *ooze*; the pupil should here be told that the sound of the double *o* is exactly the same as that of *w*.

X never begins a word in our language; it is composed of the sounds of *k* and *s*.

Z is formed in like manner to *s*, with the addition of vibration in the throat, which may be also felt by the finger when in contact with the teeth.

The whole of the above powers and syllables should be gone carefully through by the pupil four or five times every day, till he is able to produce the correct sound when any letter or syllable is promiscuously pointed to. When he has become thus familiar with them, he may proceed to the five following combi-

nations of consonants, each, with the exception of *ch*, having but one simple sound, *ph*, *sh*, *th*, *ch*, and *ng*.

Ph has the same power as *f*.

The formation of *sh* differs from that of *s* only in this, that the lips instead of being distended, are protruded a little, and the tongue is not used.

If the tip of the tongue rest upon the under lip, and the upper teeth be brought very nearly in contact with it, the emission of the breath between will produce the sound of *th*.

Ch is formed by combining *t* and *sh*.

To produce the sound due to *ng* the mouth must be a little open, the back part of the tongue raised to the roof of the mouth, and vibration felt both in the throat and nose; none of the breath must pass through the mouth.

These double consonants may be combined with the vowels, as was done with the conso-

nants singly, and the pupil will easily pronounce the various syllables at sight.

When all this has been gone through, the pupil will have acquired all the elements of articulation, and will be able to pronounce with tolerable accuracy any word in the English language; I must not say with *perfect* accuracy, because the sound due to the same letter, or to the same combination of letters, undergoes different modifications in different words, easily discernible indeed by the ear, but not produced by any very distinctly observable alteration in the organs of speech. These changes chiefly relate to modulation, quantity, and accent, all more or less depending on the ear, and, therefore, strict attention to these circumstances it is not in the power of a deaf person to pay. The sound of the letter *y* for instance, which, when a consonant, we have considered as equivalent to that of *e* long, undergoes a modification of this kind in

the words *yield* and *year*; although there is no observable alteration in the organs whether we pronounce the *y* in these words, or in the words, *young*, and *yarn*, but the ear can discover a difference in the sound; these last words have the sound of *eang*, *earn**; in the former words the *y* has a sound peculiar to itself. These distinctions, however, are so nice, and to a deaf person so unimportant, that it is scarcely worth while to advert to them. But there is in connexion with this subject a much greater difficulty: it arises out of the circumstance, that in our language, a great number of words have a pronunciation composed of sounds different from those strictly due to the letters which form them. For example, the words *industry*, *beauty*, *table*, *waistcoat*, &c., are pronounced as if they were spelt *endustre*, *bu-te*, *ta-bl*, *was-cot*, &c. Hence when

* The sound of the *a* in these words being that heard in the word *father*.

the pupil first learns to pronounce words, the teacher must analyze the sounds for him in this way, and he will gradually become acquainted with the nature of our language, as far as pronunciation is concerned, by means of these helps, and will, in a short time, be able to pronounce any word at sight as other people do. The various sounds of the letter *a* the pupil will also gradually notice, and will discontinue to use the broad sound in every instance, if the teacher be careful to show him the difference in the various words which he will meet with in the course of his lessons, since all the sounds of this letter depend simply upon the mouth being more or less open.

The preceding observations on the subject of teaching articulation will, I fear, notwithstanding my endeavours to be explicit, be still somewhat unsatisfactory to inexperienced persons. Indeed, in order to convey correct and satisfactory notions of any series of delicate me-

chanical operations, it is desirable that those operations should be exhibited to the eye, rather than depend for explanation upon written description. It must not, therefore, be inferred, merely because the present subject may not be susceptible of satisfactory elucidation in this latter way, that it involves any real difficulty, or that it offers to the deaf pupil any thing that is not, under a competent teacher, very easily attainable by him ; and, in fact, it is generally found, that he goes through it with great pleasure and rapidity, and that in most instances, he will have accomplished his task before he has learnt to form all the letters of the alphabet, so that by the time he has arrived at the letter *z* in his copy-book, he will have acquired the elements of both written and articulate language. From this statement, it appears that the time occupied in attending to articulation has not been employed at the expense of any other

object, inasmuch as a familiarity with the letters of the alphabet must, of course, be acquired previously to their combination in the form of words being attempted.

Much objection has, however, at various times and in different forms, been made to the practice of teaching articulation to the deaf and dumb, chiefly on the ground of its asserted inutility to the learner. But, notwithstanding all the opposition it has met with, I cannot help still considering it as a very desirable preliminary in facilitating the acquisition of a language. It must be admitted, that in commencing a course of instruction, whatever be the subject, and whoever the object of it, the application of the pupil must be influenced by the preparation existing in his mind favourable to a correct estimation, and cordial reception of the particular subject offered to its notice. When there are clear views of the end contemplated,

and full conviction of the desirableness of accomplishing that end, the teacher may reasonably calculate, with a greater degree of probability, upon the success of his attempts, than when these stimuli to exertion do not operate. The truth of this remark being admitted, let us here consider a little the actual state of the pupil's mind, in reference to the undertaking before him, at the very early stage of his progress in which we now find him, nothing of the mystery of words having as yet been unfolded to him. Under these circumstances, it cannot be supposed that the learner can have the remotest idea that things and thoughts can be expressed by written characters; for he could not have a knowledge of the fact by intuition, and his observation has not furnished him with the means of arriving at it. But he has repeatedly observed that, by persons in general, communications are conducted by means of those very organs which he is

now attempting to employ ; he has had already numerous opportunities of remarking that, by means of a few simple movements of these organs, a command is obeyed, an order executed, or an object produced. Can it then be supposed, that, while occupied in this way, the learner will not have some faint idea of his teacher's views with him, or that he will be entirely ignorant of the purpose intended ? Certainly not. Almost every child must feel conscious that he is placed in the road to acquire that powerful, and to him, mysterious instrument, language, so often the object of his wonder and desire ; and with this stimulus operating upon his mind, he will labour on with confidence and delight, as much to his own advantage as to his teacher's satisfaction.

If, on the contrary, it be attempted to convey the ideas of objects and feelings to the mind of a beginner by means of written characters only, there must be much increase of

difficulty. The subject comes before him as a perfect mystery, inexplicable by any reference to circumstances which have ever presented themselves to his notice ; for, as before remarked, he has had no opportunity of becoming acquainted with the fact that intercourse may be carried on by means of written characters, as well as by means of the organs of speech ; a much longer time, therefore, must elapse before he can have any insight into his teacher's views, he will, consequently, proceed with less pleasure, and there must remain for some time, in his mind, much uncertainty and confusion, respecting the connexion of any given object, and the apparently arbitrary collection of characters denoting its name.

I do not however, by any means, intend to say that a language may not be taught to a deaf and dumb child without attending to articulation, nor to deny that, in numerous instances, a language has been so taught. I

enforce its importance, viewing it merely as a facilitating principle, and valuing it chiefly in reference to its collateral advantages.

With respect to the objections above referred to, they have arisen, I apprehend, principally from a notion that the teacher's object in instructing a deaf and dumb child to articulate, is to furnish him with the same means that others possess, of communicating his thoughts as they do, and that, when he mixes in society, he may be enabled, in virtue of this attainment, to avail himself of it with equal facility and success. Viewing it in this light, I can only say, that whatever others may pretend to, I candidly confess that I aspire to no such object*. But, notwithstanding this

* What has very much contributed to confirm and encourage the opinion of the inutility of articulation, is the very silly practice adopted at one or two public institutions for the deaf and dumb, at the periodical meetings of the subscribers to which, two or three of the

avowal, it must not be supposed that I would by any means discourage the pupil's attempts to express himself in this way. So convinced indeed am I of the advantages of keeping up this method of communication, that, in my own school, I use every endeavour to encourage and enforce the practice of it: for to his teacher the pupil will always be intelligible; and he will, at all times, be more gratified at being

pupils are made to recite a set of rhymes, got up for the purpose, as an evidence of the advantages they have derived from instruction.

In what way these absurd and meaningless exhibitions can set forth the benefits, or further the interests of these institutions, or how they can possibly satisfy the minds of discerning individuals who pay for the support of them, I am utterly at a loss to conjecture. The direct advantages of articulation are certainly very unimportant; it is acquired solely by an imitation of mechanical operations, and, therefore, whatever displays may be made of it, the exhibitants can be properly regarded only as machines, and not as intelligent beings.

able to make himself understood in this way, than in any other. I must also here remark that in some cases, where the voice is particularly agreeable, and proper attention is paid, a very considerable approach may be made towards that perfection natural to others. But to return from this digression.

The pupil having then learnt to form the letters and to produce their powers, both singly and in combination, he is prepared to set about learning the names of the more familiar objects by which he is surrounded.

At this stage of his progress, the instructions of the teacher begin to assume a different character. Hitherto, little more has been required of the pupil than an observation and imitation of visible and mechanical operations : the only mental exertion that has been expected from him is to recollect the connexion of one symbol with another—the written character with the articulate formation ; but now

something more than this becomes necessary ; he is here required, not to imitate, but to associate—to connect the symbol with the thing signified.

Having shown the pupil the name of an object, and having directed him to copy it on his slate, the teacher will desire him to pronounce this name, directing his attention at the same time, to the object named ; this is to be repeated once or twice, the teacher expressing satisfaction in his countenance at his performances ; and the pupil will, in general, show every indication that he fully comprehends what he has, for the first time in his life, accomplished, —named an object.

With respect to the objects fittest to be at first selected, let them be those with which he is most familiar, or which he is in the frequent habit of using. He should not be confined to any particular class of substantives, nor should they be selected in reference to

alphabetical arrangement ; for this is not the plan Nature adopts with children in general ; and the end in view will be most speedily attained by imitating, as much as possible, the simplicity of her operations. Children who hear do not learn the names of objects in classified parcels, nor in alphabetical order.

The following names are among those very suitable to begin with.

<i>Table</i>	<i>Salt</i>	<i>Teaspoon</i>	<i>Girl</i>
<i>Plate</i>	<i>Pepper</i>	<i>Teapot</i>	<i>Man</i>
<i>Knife</i>	<i>Potato</i>	<i>Teakettle</i>	<i>Woman</i>
<i>Fork</i>	<i>Pudding</i>	<i>Sugar</i>	<i>Cat</i>
<i>Bread</i>	<i>Cheese</i>	<i>Milk</i>	<i>Dog</i>
<i>Meat</i>	<i>Tea</i>	<i>Boy</i>	<i>Horse, &c.</i>

In this business of learning the names of objects, much assistance will be derived from pictures of the objects to be named ; since an idea of any visible object may be very well conveyed by a correctly executed representation thereof. For this purpose, the teacher

may use the collection of plates employed in the Asylum in the Kent Road. Another very amusing help will also be found in the use of alphabetical counters.

When the pupil has acquired the names of a few familiar objects, the practical application of his knowledge, scanty as it is, must, at every opportunity, be called forth. At dinner, for instance, he is to name, as far as his attainments enable him, every thing brought to table, or to which he is helped ; this, it should be seen, is regularly expected from him as matter of necessity.

The names of the objects in most common use being learned in this way, the teacher may vary the lessons of his pupil by presenting to him a few adjectives. Now it is here supposed, that teacher and pupil have been accustomed to use signs in the relation of adjectives already : as they must undoubtedly have found frequent occasion to express by signs

the phrases, *good boy, bad boy, dirty hands, clean hands, new hat, old coat, &c.*; the teacher then has nothing more to do than to exhibit the sign which they have been mutually accustomed to employ in any of these cases, and to point to the written signification, which the pupil will pronounce; thus *naming* that which before he had been in the habit of *signing*. The nature of the adjective is thus soon understood, and the teacher may extend his list of them at pleasure; he will, however, often find occasion to invent new signs as he proceeds, so that his collection will be continually augmenting.

Having arrived thus far, the pupil is enabled to say, of his own accord, *good boy, tall man, fat man, &c.*; and it will be very easy here to inform him, that when he refers in these expressions to but one object, he must indicate that by prefixing *a* before the adjective, or *an*, if it commences with a vowel; by writing

down a few illustrative expressions, he will soon see the distinction, and the teacher may then further intimate to him, that when more than one object is referred to, it must be indicated by adding *s* or *es* to the object's name. The teacher will not, of course, stop here to point out the exceptions to this, but will merely select a few expressions as suitable illustrations.

The teacher is now, by way of exercising his pupil, and in order at the same time to ascertain how far his efforts have succeeded, to express by signs the sentences *a good boy, an old man, a new book, a clean slate, dirty shoes, clean hands, &c.* requiring the pupil to translate these signs in order, as they are exhibited to him, which if he is found able to do, promptly and correctly, satisfactory evidence will be afforded that he thoroughly comprehends what has been taught.

The pupil may now conveniently proceed

to the possessive pronouns *my, your, his, her, &c.* ; the import of which, as signs, is already well understood ; and when the pupil has been shown their translation into words, he may be made to apply them in expressions similar to the following, the teacher dictating to him the signs : *my book, his hat, your pen, our slates, their books, &c.* These little phrases may be multiplied, till, from the promptness with which the pupil presents the translation, the teacher is satisfied that the lesson is properly understood ; for great care must all along be taken that the nature and import of the words are correctly conveyed before another class is proceeded to.

The possessive pronouns being dispatched, it will be expedient to proceed to the personal pronouns, *I, you, he, she, it, &c.* the import of which may be very easily shown. For *I*, the teacher will point to himself, without exhibiting any particular expression of counte-

nance ; *you*, will be shown by pointing, in a similar way, to the pupil, or to the person addressed ; *he* and *she*, by pointing, in a similar manner, to a third individual ; *it*, by pointing to any one of the surrounding objects. The plural of these pronouns is just as easily shown.

This being gone over a few times, and the pupil being enabled to apply correctly the different pronouns when promiscuously exercised, it will be proper to proceed immediately to the present tense of the indicative mood of the verb *to be*, considering it, not as an auxiliary, but as a principal verb of the neuter kind ; for without a verb it will be impossible to illustrate the application of the personal pronouns, and yet it is advisable that we do illustrate, as far as possible, as we go on. The teacher will, therefore, direct the pupil to write under the preceding lesson, *I am, you are, he is, she is, it is, &c.* explaining *I am,*

by pointing to himself, as in the preceding lesson for *I*, at the same time nodding his head, expressive of acknowledgment or assent ; he will point in a similar manner to the other persons, and accompany the action by the same expression of countenance. After the pupil has been for some time exercised in this lesson, the teacher is again to try the effect of his instructions by eliciting from him little sentences, in which the words and expressions already taught must necessarily occur ; and the best way of doing this, will be for the teacher to require him, as in the preceding lessons, to turn into words the signs which he proposes to him for that purpose ; for the pupil now possesses sufficient materials to say *I am well, he is idle, she is tall, it is dirty, my slate is clean, his shoes are old, &c.* or to translate the signs expressive of these sentences. A convenient opportunity now offers itself to convey the import of the definite article,

which he may apply in such expressions, as *the sky is blue, the fire is hot, the floor is dirty, &c.*

When sufficient satisfaction has been given that so far has been well understood, the pupil's lesson may be extended, by giving him the negative form of the verb in this simple tense. The teacher will therefore direct him to write under the preceding lesson, *I am not, you are not, he is not, she is not, it is not, &c.* To explain *I am not*, the teacher will point to himself, as in the former lessons, at the same time shaking his head, indicative of denial; and he will, as before, immediately proceed to illustrate the lesson by suitable examples, the pupil being here required to translate the signs for *I am not ill, he is not idle, my slate is not dirty, your gloves are not old, &c.* It will be necessary to exercise the pupil in this way for some time, in order that an indelible impression may remain of

the true import of the words he has been learning. After the negative form, it will be proper to proceed to the interrogative, *Am I? Are you? Is he? Is she? Is it? &c.*; which terms are to be explained by pointing to the persons as before, accompanying the act by an expression of inquiry in the countenance. The teacher may then proceed to ask him in this way, *Are you good?* he will, without doubt, nod his head, and the teacher will immediately show him the translation of that nod, *Yes, sir*, and require the pupil to add thereto, *I am good*, so that the complete sentence may be exhibited, *Yes, sir, I am good*. The teacher may now inquire if he is *bad*; the pupil will shake his head, and the translation, *No, sir*, is to be shown him, and he is to complete the sentence as before, which will stand, *No, sir, I am not bad*.

The pupil should be repeatedly exercised in answering simple questions of this descrip-

tion, as, *Is he tall? Are they idle? Are my shoes dirty?* &c. the answers always being required in the form of a complete sentence as above; for the teacher does not absolutely want information of these particulars, which a simple "yes" or "no" would suffice to convey, but his object is to ascertain, explicitly, whether the question be correctly understood, and at the same time to exercise the pupil in the formation of sentences.

Should these examinations prove satisfactory, the teacher may avail himself of the knowledge which the pupil now has of the use and application of this portion of the verb *to be*, to convey the import of the demonstrative pronouns, *this, that, these, and those*. Thus the teacher may say, presenting the object at the same time, *This is my pen*, or, pointing to a remote object, *That is your hat*, &c. immediately showing, in each case, the written form. In a similar manner, for

the plural, he may say, *These are my pens, Those are his gloves, &c.* After the exhibition of a few examples of this kind, it will be proper for the teacher to rub them out, and, from his dictation by signs, to require the pupil to present the written form. Supposing, after a little practice, this to be correctly done, the teacher may write underneath each of the pupil's expressions, the respective equivalent forms as below, and intimate to the pupil that they are both equally correct.

<i>This is my pen</i>	<i>These are my pens</i>
<i>This pen is mine</i>	<i>These pens are mine</i>
<i>That is your hat</i>	<i>Those are his gloves</i>
<i>That hat is yours</i>	<i>Those gloves are his</i>
<i>&c.</i>	<i>&c.</i>

He may be still further exercised in all this by means of the questions, *Whose pen is this? Whose book is that? Whose pens are these? &c.*; the answers to these questions being demanded in both the above forms.

By thus making the most of every opportunity that occurs favourable to the extension of the pupil's stock of words, much time and trouble will be spared. But it may not be amiss to remark here, that although I have been very brief in the directions I have hitherto given, yet it must not be supposed that the pupil will be able to run over the ground with the same dispatch; and I would particularly caution against his progress being hurried, or against more being required from him than he has ample capability of performing.

In an analogous manner to the above, the pupil may go through the present tense of the indicative mood of the verb *to have*, it being used as a principal verb signifying *to possess*. It will be very easy to explain the signification of this verb, and to exhibit its application in phrases like the following, *I have one slate, I have two hats, he has one book, &c.*

The pupil should be employed for several days in the formation of little sentences of this kind, bringing into use the substantives, adjectives, pronouns, and verbs, which he has already acquired, till he is quite ready in the use of his materials. He will by this time most probably have felt, or if not, he may easily be made to feel, the want of expressions adequate to convey his meaning when alluding to any circumstance, not as at present existing, but in connexion with some distant period of time, past or future. The teacher then may pass from the present, to these other tenses of the indicative mood of the verb *to be*; and as it is here supposed that the distinction between past and future have already been denoted by signs; of course, upon the exhibition of these signs, the correct ideas are produced, and nothing more will be necessary than to point to the written forms as equivalent translations of the signs employed. As has been

before observed, the teacher will have to depend greatly upon his collection of signs; for if a correct idea can be conveyed by certain signs, there can be no doubt that, by exhibiting the written translation of those signs, the correct idea will be annexed to them also.

As applications of the past and future tenses of the verb *to be*, the pupil may be exercised in such examples as the following, *I was idle yesterday, I will not be idle to-morrow, &c.*; the teacher may here also inform him, that when he refers to more than one day back, he must employ the word *last*, and when to more than one day forward, he is to use the word *next*. As, *I was ill last Tuesday, I was naughty last Sunday, I will not be naughty next Sunday, &c.* By means of a few illustrative examples of this kind, the pupil will become quite capable of expressing himself in this way with correctness, and will also be able to answer with readiness the questions, *Are you ill*

to-day? Were you ill last Tuesday? Were you naughty last Sunday? Will you be naughty next Sunday? &c.

When the teacher is fully satisfied that the pupil understands what he has done thus far, it will be proper to direct his attention to verbs in general.

To begin with, the teacher should select some regular active verb, in which the implied action is easily exhibited to him, as the verb *to walk*, for instance, which, however, he must not be required to carry at first through all its moods and tenses; the present, past, and future tenses only of the indicative mood being at first learned.

To make the pupil's task more easy, he may be provided with the following skeleton.
I —, I do —, I am — ing. you —,
you do —, you are —ing. he —s,
he does —, he is —ing. she —s,
she does —, she is —ing. it —s.

it does —, it is —ing. we —, we do —, we are —ing. they —, they do —, they are —ing.

I —ed, I did —, I was —ing.
 you —ed, you did —, you were —ing.
 he —ed, he did —, he was —ing.
 she —ed, she did —, she was —ing.
 it —ed, it did —, it was —ing. we —ed, we did —, we were —ing. they —ed, they did —, they were —ing.

I have —ed, you have —ed, he has —ed, she has —ed, it has —ed, we have —ed, they have —ed.

I shall —, you shall —, he shall —, it shall —, we shall —, they shall —.

I will —, you will —, he will —, she will —, it will —, we will —, they will —.

In the above skeleton, the pluperfect and the second future tenses are omitted, as they are not susceptible of very clear illustration to the pupil at present ; they must therefore be deferred till opportunities offer favourable to the exhibition of their application. When the distinction between the pluperfect and the perfect tenses is understood, there will be no difficulty in showing that between the first and the second future tenses ; since the distinction between the former tenses, in reference to past time, is analogous to the distinction between the latter tenses, in reference to future time.

In order to illustrate the difference between the expressions *I do walk*, and *I am walking*, the teacher while performing the act will assert with energy and emphasis, that he is in the act of walking, pronouncing at the same time in a positive manner, *I do walk*. To show the meaning of *I am walking*, he will put aside all stress and emphasis both in his

manner of walking and speaking, simply pronouncing in an easy way, *I am walking*; by thus marking the difference in a distinct and forcible manner, the pupil will be enabled, when he himself wishes to express the act, either as simply in performance, or as a positive assertion, to use the correct form. In a similar manner, may the analogous forms of the past tense be explained.

In order to ascertain whether this lesson has been understood, the teacher may propose a walk with his pupil in the garden, or elsewhere, when the latter may be required to name the act in reference to himself and his teacher, both singly and conjointly. On the morrow he may be required to express the past action of the preceding day. The teacher may also further exercise him by means of questions such as the following, the import of the question, if not clearly understood, being explained by signs. *Are you walking? Am I walking?*

Is he walking? Are we walking? Have you walked to-day? Did you walk yesterday? Did you walk last ——? Shall you walk next ——? &c. When the pupil can answer correctly questions of this description, he may proceed to another verb, and go through a similar portion of it as before. The verb *to jump*, being susceptible of obvious illustration, may come next: then from this the pupil may go to the verb *to wash*, &c.; the teacher frequently exercising the pupil by requiring him to show the application of the various forms in sentences of his own construction, and also by putting to him questions in every suitable variety of form.

But there are actions of mind as well as of body, and the pupil has yet to learn that not only visible objects, qualities, and actions are expressible by words, but that mental operations and feelings are equally capable of being so expressed. The pupil, therefore,

may be presented with some verb indicating mental feeling, and to begin with, that which admits of the easiest exemplification should be chosen. The verb *to want*, will be very suitable, and the pupil may write it out as far as the skeleton form extends, but without reference thereto, and the teacher must endeavour to convey the meaning of the verb by some significant gesture, accompanied by the appropriate expression of desire in the countenance. There may, however, here be some liability to ambiguity; and therefore in order to be quite certain that the correct idea has been affixed to this verb, before another is proposed, the teacher must seek an opportunity of observing when the pupil himself desires to express this idea by his own signs, and then seize the occasion to demand from him, or to exhibit to him, if need be, the written form. Indeed it should all along be the object of the teacher, when conversing with his pupil, to avail himself of every occasion that presents

itself to ascertain how far the correct ideas have accompanied the words which have been learned, by requiring from him a translation of every phrase which he employs that can be translated by those words. Time should every day be set apart for familiar conversation, with this object expressly in view; indeed, this should be considered as a most important part of the teacher's duty, and it will be found of more advantage to the pupil, even than the formal lessons of the day. It is in fact the only way in which the good effects of the teacher's labours can be decidedly verified, and the pupil's mistakes discovered and corrected*.

In endeavouring to convey the import of any word or expression not capable of immediate illustration, and when no favourable opportunity presents itself for the purpose, the teacher

* It is manifestly evident from experience, that the most advantageous way of teaching a child his first language is that of *perpetual discourse*. Dr. Wallis.

must endeavour to create a suitable occasion, by bringing the pupil into the desired circumstances. In the case before us, for instance ; the verb *to want*. When dinner is brought upon table let every person be helped, except the pupil, omitting him apparently undesignedly, and let each person go on with his dinner without noticing him. He will very soon signify that he has been omitted, pretend to misunderstand him, and he will point to the meat, and intimate that he wants some. Let him now be required to express himself by words ; he will probably, at the moment, be able to say only *meat*. Let his slate be brought, and show him in his lesson *I want* : he will see your object, and will immediately say, *I want meat* ; and there can exist no doubt as to the correct application of the words employed to the operating feeling in his mind. In a similar manner he may be made to ask for *bread*, *potatoes*, &c. of which he has till now been

accustomed simply to pronounce the names. On the morrow he will not fail to use this form, which being continued for a day or two the teacher may avail himself of the opportunity afforded to convey the import of the little word *some*. When the pupil says *I want meat*, the teacher may pretend to help him to the whole joint : he will immediately show disapprobation, and express by a sign, that he requires only a part. Let him then be told that the additional sign which he now employs corresponds to the word *some* ; so that in order to be more explicit, this additional word must be introduced into his sentence, when the more accurate form will be *I want some meat*. The pupil will thus feel satisfied of the propriety of this addition, and will employ it under like circumstances in future. He may also here be made to see the meaning of the word *all*, in contradistinction to *some*. In this way, the teacher will very frequently find

it necessary to exercise his ingenuity, and opportunities may in a similar manner be created, that shall be favourable both to call into exercise the words and phrases which the pupil has already learnt, and at the same time to convey to him the meaning of other words, the want of which he may, as in the preceding instance, be made to feel, and then the supply be afforded. Most of his expressions, when first elicited from him, will be presented in little more than an outline or skeleton form, which suitable occasions must be sought for, or created, to fill up and complete, the pupil being always brought to feel, as much as possible, the inadequacy of the imperfect form to the conveyance of his precise meaning, and the necessity of the additions and alterations introduced.

The pupil may, in this stage of his progress, be shown the application of the infinitive mood. Thus instead of saying, as he would at first do, *I want walk, I want play, &c.* he

must be told that the verbs are to be separated by the particle *to*. All this may now be illustrated by examples, and the pupil examined by proposing to him the questions, *Do you want to play now? Shall you want to play to-morrow? Did you want to walk yesterday? &c.*

Since the pupil has by this time a very correct idea of the verb *to want*, he may proceed to the verbs *to love*, *to hate*, &c. the teacher furnishing him with suitable exemplifications as he goes on. It must be observed, however, that these exercises on the verbs are not to occupy the whole of the pupil's time; he is still to devote a portion of every day to his vocabulary of substantives and adjectives.

Having gone thus far, the pupil may now turn back to the verb *to walk*, and carry it through all its moods and tenses; a task which was deemed too tedious for him at first, but which he will now be well prepared to accomplish. He may in a similar manner go through, in order, all those verbs which he has partially

conjugated, and with the meaning of which he is already familiar: from these he may proceed to the irregular verbs, active, passive, and neuter; their inflexions and variations being pointed out to him in skeleton forms of the various conjugations. The teacher will not now find that difficulty in explaining the conditional, and other moods of the verb, that he would have done had a full-length conjugation been given to the pupil at first, before he was able to express the simple past and future tenses, of which these other are only modifications. By the aid of a simple sign or two, and a few well chosen examples, he will very soon become acquainted with the value and intent of the different variations which a verb undergoes; and by dictating the signs, phrases such as the following, where the auxiliaries are employed, may be elicited from him. *I can write, the cat cannot write*, or, referring to the past, before his instruction

commenced, *I could not write*, &c. ; in a similar way may be illustrated the expressions *I may write, I must write, I ought to write, I must not play*, &c.

It may not be amiss at this stage of the pupil's progress, to pause a little, and inquire how far the end, which was at the outset contemplated, has as yet been accomplished. By reviewing the ground that has already been gone over, it appears that the pupil has acquired the knowledge of a great number of words. From the copious collection of substantives, adjectives, and verbs which he has possessed himself of, he is enabled to name, as others do, the objects, qualities, and actions which most commonly present themselves to his notice. He is acquainted with the use of the personal, possessive, and demonstrative pronouns ; and is also familiar with many other words which the teacher has on various occasions found eligible opportunities of explaining

to him. The grand outline then of the plan originally proposed has been executed, and it now only remains to supply the detail.

Being then in possession of materials for the formation of sentences for the expression of his wants and his feelings, let the pupil be required from this time, to produce something of his own composition every day. Let the subjects be of his own choosing, either relative to his play or to his studies, to what passes before his eyes or to the operations of his mind. His efforts in this way will, at first, be very feeble and imperfect, consisting perhaps of but a single sentence, generally with the omission of most of the connecting particles. These attempts at composition are to be submitted to the teacher for his examination and correction, the errors being clearly pointed out, and the pupil being made sensible of the propriety of the alterations which it is found necessary to make. If however the pupil make himself

tolerably intelligible, his composition should be allowed to pass with commendation, as too much nicety must not be enforced at first, as it is desirable that he be not made to feel dissatisfied with his first efforts. Not a single day should now be allowed to pass without the production of an exercise. These exercises when corrected should be neatly registered in a book by the pupil, and be carefully preserved. The teacher should particularly enjoin this, that the pupil may see that value and importance is attached to his productions. Every one of these exercises will afford the teacher opportunities for the conveyance of new words and expressions, for the furnishing of which occasions, they will indeed be found peculiarly well calculated ; for the success of the teacher is always more to be depended on when explaining by words the pupil's meaning, than when aiming to convey his own. His stock of words and familiar expressions

will, by these means, be rapidly augmenting, and his compositions will gradually assume a more correct, and a more lengthened form.

In addition to the opportunities thus afforded for the introduction of new words and forms of expression, the teacher will also devote a portion of every day to the explanation of words not yet acquired, by showing their application in suitable examples. In this way the use and application of the connecting particles *with, by, and, but, from, to, &c.* may be easily illustrated. Thus, *I am writing with a pencil on my slate. I am standing by you and writing with a pencil on my slate. I am deaf, but I am not blind. The cat can hear, but she cannot speak. I came from my seat. I came from my seat to you, &c. &c.* There are some words the import of which cannot in any other manner be conveyed, inasmuch as they are not susceptible of individual illustration, their value being ascertained only from ob-

serving in what way they *tell* in a sentence. Suppose it be required to explain the meaning of the words *on* and *off*; in order to this the teacher may lay his penknife on the table, directing the pupil to observe him, and then to express by words what he has seen him do. He will perhaps say *you put your penknife table*. If the teacher removes the penknife, he will most likely say *you took your penknife table*. The opportunities for showing the application of the words *on* and *off* are then here produced. In a similar way, to explain the words *out of* and *into*, the teacher may take his penknife out of his pocket, directing the pupil to express the action. He will probably say *you took your penknife pocket*, and when the teacher returns the penknife, he will say *you put your penknife pocket*. Nothing then can be more easy than to inform him, that in the former instance the words *out of* must be supplied, and in the latter, the word *into*,

showing him the difference observable in the actions themselves. This may be farther illustrated by taking a book out of the bookcase, a pen out of the desk, &c. or by putting a book into the bookcase, &c. requiring the pupil to relate that which he has been observing. In an analogous manner, the teacher may explain the meaning of the words *behind, before, above, below, near to, far from, &c.* taking care that the other component parts of the several sentences employed to illustrate these expressions shall need only words with which the pupil is already familiar. These explanations and illustrations, in combination with the daily exercises, and the advantages of familiar conversation, will greatly tend to increase the pupil's knowledge of language, and will gradually enable him to relate circumstances with more of detail and minuteness, and to express his meaning on all occasions with greater clearness and precision.

Indeed, his progress and the gratification he will experience, will be commensurate with his teacher's zeal and assiduity. It must still, however, be borne in mind, that a portion of every day is all along to be devoted to the enlargement of his collection of substantives, adjectives, and verbs; the conjunctions, prepositions, and other parts of speech being conveyed by means of examples, as in the instances just adduced.

This is perfectly analogous to the method which nature adopts in conveying a first language to children in general. The import of words is not taught to them by individual illustration, nor by formal definition; but they are left to discover their signification by attending to the effect which they constantly produce whenever they are employed. They thus affix a definite value to the words used as significant expressions of thoughts and feelings, and the knowledge thus obtained is ob-

viously derived in the most simple and natural manner possible. There is, indeed, as before remarked, very often no other way of arriving at the exact import of a word but by viewing it in connexion with other words in a sentence. It would not be an easy matter to convey, by definition, the true import of the word *since*, for example, as every person will readily admit who reflects a little upon the signification of this word ; and there are numerous other words of a similar nature, the meaning of which may, nevertheless, be very accurately conveyed by means of a few well-chosen examples. Thus, to explain the meaning of the word *since* to a deaf pupil, I would write upon his slate the phrase, *It has not rained since last Wednesday*, (supposing that it did rain then, and that to-day is Saturday), then, underneath this, I should write the following phrases, which the pupil would, of course, instantly comprehend :

*It rained last Wednesday,
It did not rain last Thursday,
It did not rain yesterday,
It has not rained to-day.*

I should then immediately inform the pupil, that the phrase first presented to him conveys the same import that these four phrases combined convey, and that it may therefore be substituted for them. Other similar examples would then be proposed, and be illustrated in the same way ; such phrases as these, for instance :

*It is two weeks since I saw my papa,
I have not written a copy since last Monday,
I have not been in the playground since yesterday morning, &c.*

In a similar manner is the meaning of every word to be conveyed that does not admit of obvious and clear explanation in its separate state, the illustrative phrases being multiplied by the teacher till the correct impression is produced, which impression can be preserved

or retained in the mind, only by furnishing repeated occasions for the practical application of the word which produced it.

When, by following the preceding directions, the pupil has arrived at such a degree of proficiency as to be enabled to exhibit his daily compositions with but few errors, and can express himself with readiness and tolerable accuracy on all ordinary occasions, it will be proper to furnish him with some very simple book, carefully selected in reference to his own attainments in language. Books should not, however, be promiscuously thrown in his way, as he will be induced to look into them, and will feel disappointment at being unable to comprehend them. For be it remembered, that although a deaf and dumb child may be very capable of expressing his ideas correctly upon every occasion, he may, nevertheless, find great difficulty in comprehending even a very easy book; because, in order to express his own

meaning, he has his own choice of words, and if his acquaintance with language be so limited as to supply him with but *one* suitable collection for this purpose, it will suffice ; but to comprehend the meaning of the language employed by another, it is requisite that he be acquainted with *every* form of expression, since this language has not been framed with any view to its adaptation to the pupil's capabilities, or so that the words employed shall necessarily fall within the limits of the pupil's collection. Hence, in conversing with a deaf and dumb child, if he be at a loss to comprehend any remark or question, it will be advisable to vary the form of expression, as it is very probable the impediment in his way may arise entirely from the use of some word, new to him, and upon which the sense of the sentence may very materially depend. From one book the pupil may proceed to another, and so on as other children do.

At this period the teacher will employ some portion of his time in conveying to the pupil's mind what is more generally understood by the term *information*. Hitherto, his object has been principally to create and perfect an efficient channel through which instruction may be communicated, and he may now avail himself of what has already been accomplished for this purpose. The advantages arising from frequent and familiar discourse with the pupil have been before adverted to, as connected with his progress in the acquirement of language. These conversations have, in addition, supplied many opportunities of communicating, by signs, information upon subjects in which the pupil is more nearly and deeply interested, although in a somewhat vague and imperfect manner. However, his mind has by these means been prepared for the reception of more accurate and detailed information upon these topics. In this way the

principles of natural religion have been inculcated ; some idea has been conveyed of the existence of a Supreme Being, who governs and arranges all the affairs of nature. His attention has, with this view, often been directed to the more grand and imposing phenomena of creation ; the sun, the moon, and the stars, the regular succession of day and night, of summer and winter, &c. ; all these stupendous objects and striking occurrences have been referred to the wisdom and power of this Supreme Being, whose existence he will necessarily infer, and of whom he will feel anxious to obtain farther information, which now, by the aid of language, his teacher will be better enabled to communicate to him. He may proceed to inform him of the purity of this Being, and of his other attributes ; of his hatred of sin, and his love of holiness, of our incessant obligations to him as our Creator and constant Preserver, and of the responsibility attached

to us as moral and accountable beings ; of a future state of blessedness or misery, as they stand connected with our present conduct : these, and various other important topics, may be pressed upon his attention, and generally with the best effect. It will not be prudent to attempt too early to unfold to him the mysteries of salvation ; his mind must be gradually prepared for this vast topic. The tendency of his lessons should be to make him feel sensible of the hopelessness of man's situation as a sinful creature naturally, since God cannot, consistently with his holy character, bless a sinful creature, but sin is inherent in the nature of every individual. He may be thus made to feel the absolute necessity of divine assistance, and to perceive that nothing short of that which has been actually provided could have fully met the exigencies of his case. In this way religious instruction may be successfully communicated.

The teacher may in a similar manner now introduce to the attention of his pupil any of the usual subjects of education, such as grammar, arithmetic, geography, &c. ; but it will in every case, be found to be the surest and shortest method of procedure to leave every one of these subjects untouched, until a considerable progress in the knowledge of language has been made. So that, like other children, when the pupil devotes himself to any of these studies, he may have to contend only with the difficulties inseparable from the subject, and not be at the same time perplexed and embarrassed through inability to comprehend the language employed.

I have thus endeavoured very briefly to explain what appears to be the most simple and rational course to be pursued in the instruction of a child born deaf and dumb ; but notwithstanding the simplicity of the process, it is still very obvious, that much assiduity

and devotedness is absolutely necessary on the part of the teacher. That person who undertakes the education of deaf and dumb pupils, and who imagines that, by confining his instructions within the limits of the ordinary school-hours merely, his object will be effected, will find himself grievously disappointed. He must devote a considerable portion of his time, out of school, to illustrate the practical application of his instructions in school: for these are valuable only as far as their practical application is felt and understood. Language, in itself, is nothing more than a collection of arbitrary symbols; it can neither benefit the mind directly, by contributing to its gratification, nor indirectly, by strengthening or improving any of its faculties. As an acquisition, therefore, independently of its practical application to the specific purpose for which it is intended, it is entirely useless. It is hence unlike any topic of information, or any

substantial attainment, for this may be studied and valued purely for the direct gratification which it affords the mind, independently of any advantage derivable from its practical employment. The deaf pupil then must be made to regard language in its true light, that is, as a vehicle for the communication of his thoughts, and as such must be enjoined to employ it, as far as he is able, as a substitute for the less perfect language of gesticulation, till, by degrees, the one is made entirely to supersede the other. In order to effect this, there must be something more than the mere school lessons. The teacher must watch the pupil's signs in all his communications with him, and require him to substitute for those signs the corresponding words, as far as his ability to do so extends. He must put himself upon terms of equality with his pupil, enter into his amusements with pleasure and familiarity, and into his little troubles with

interest and concern : he must, in short, be both his companion and his instructor. He should possess a patient and forbearing disposition, must feel a fondness for his occupation, and should not be wholly destitute of ingenuity ; but as for any peculiar talent, or extraordinary portion of ability, the undertaking does not in the least require it. There is no miracle to be performed, and, consequently, no extraordinary powers are demanded. The course to be pursued is obvious, simple, and natural ; and *any one*, who will devote himself cheerfully and assiduously to the task, will, under the blessing of Providence, meet with the most satisfactory success.

By way of exemplifying the beneficial results of a course of instruction conducted upon the above principles, I here subjoin a specimen or two of one of my eldest pupil's compositions:

He is the son of Henry Fellows, esq. of Queenhithe, London. He was born deaf and dumb, is now about ten years of age, and has been under my care about two years and a quarter.

The following exercises are a very fair specimen of his present acquaintance with language ; they have not undergone the slightest correction or alteration, nor has any other person assisted in any manner in their composition.

EXERCISES.

SIR,

February 10, 1826.

YOU took me and Miss Noble to Mr. Noble's house lately, and we went into the parlour, and I saw a gentleman who was there, and I asked him to tell me his name, and he told me that his name was Mr. Wallis ; and you conversed with Mr. and Mrs. Noble and Mr. Wallis a long time, and we drank tea with them, and after tea I showed my exercise-

book to them, and I asked you to tell me what business Mr. Wallis was, and you told me that he was a portrait-painter, and I asked him if he would draw my likeness, and he said "Yes ;" and he told me that my papa must pay him seven guineas for it, and then he drew my likeness in my exercise-book, and after that we came here.

HENRY FELLOWS.

SIR,

Feb. 12, 1826.

My papa sent the servant and my sister here with my new towels last Saturday, and they spoke to Mrs. Young, and my sister gave me a sixpence, and I went into the school, and I wrote on a paper, and told the servant to ask my papa to let me go home next Sunday, and my sister told me that my sister Jemima has been ill, and I was very sorry for it, and the next day you told

me that I shall go home next Saturday if the weather is fine.

HENRY FELLOWS.

SIR,

March 2, 1826.

MY papa and my sister came here last Sunday, and they went into the playground, and you spoke to them, and my papa gave me some cakes and some oranges, and I gave each of the children a piece of orange, and my papa took me home, and I was very glad to see my mamma, and my papa had a leg of mutton for dinner, and after dinner I conversed with my parents, and after tea, my mamma told me that my sister Jemima has been ill lately, and her face was swelled, and the next day my papa told me that I shall have a new blue great coat next winter, and then my papa gave me a sixpence, and you came to my papa's house on Tuesday, and

you told me by signs, that I had stopt at home for two days, and you took me back to school in the evening.

HENRY FELLOWS.

SIR,

March 3, 1826.

I REMEMBER that before I came here my papa's servant took me and my sister Caroline to the Park, and I saw many soldiers, and I saw some cannons, and I touched a cannon, and one of the soldiers told the servant to take me away. I think that the king sends the soldiers to fight, and perhaps they have killed many people, and I think God is very angry to see them, but I think the devil is very happy to see them murder people. When I am a man I should not like to be a soldier, because they will kill me, but I should like to be a paper-maker when I leave school.

HENRY FELLOWS.

H

SIR,

March 6, 1826.

I THINK many wicked men go into public houses every Sunday, and I think they drink ale, brandy, &c. and I think they never go to chapel, and they are very wicked, and perhaps they never pray to God, and I think they will go to hell when they die, and they will stop there for ever. When I am a man I will not go to the public house on Sunday, but I will go to chapel every Sunday, and I will read the Bible every evening and ~~every~~ every morning, and I hope that God will love me, and take me to heaven when I die, and I shall be very happy to see God, and I will live with God for ever, and perhaps I shall see Jesus Christ, and many angels, and my sister Louisa, and my brother William.

HENRY FELLOWS.

These specimens may suffice to show that when the natural abilities are good, and a

rational course of instruction pursued, a deaf and dumb child, entirely ignorant of language, may, in the short space of two or three years, be brought to an acquaintance therewith, amply sufficient for the communication of his ideas in an intelligible form. The pupil here alluded to has been thus far instructed upon the most simple and natural principles. He has no notion of grammar, he has no notion of what a verb is, nor of an adjective, a noun, &c. and still he is fully acquainted with the use and import of the various classes of words which grammarians have so designated. The object of his instruction at present, is simply to raise him as nearly as possible to the level of other children, as it respects their acquaintance with language *before* their education commences, in order that when this is accomplished, he may be as fully prepared as they to commence the same course. He is not, therefore, to learn grammar in order to be-

come acquainted with language, but, on the contrary, he must first become acquainted with language in order to learn grammar; and, in fact, when a perfect medium of communication is opened, the instruction of the deaf and dumb loses all its peculiarity of character; the ~~method~~ of proceeding must then be the same as that adopted with other children, with this exception merely, that although our instructions are to flow through the same medium, this medium must be rendered *audible* to the one, and *visible* to the other.

I have not, in the course of this small tract, said any thing in reference to the manual alphabet. It may be necessary just to remark, that as it is very easily acquired, and as it furnishes a ready medium of intercourse, it should be early taught to the pupil, who will, in his turn, be glad to teach it to his parents and friends. One remark, however, in reference to this subject, I must beg here

to press upon the attention of teachers and parents, which is of some importance, although, in general, entirely overlooked. It is this, that in conversing with a deaf and dumb child, writing should always be employed in preference to any other medium of communication, particularly when the child's acquaintance with language is but imperfect. It is true that this is the more tedious method, but it is, nevertheless, attended with superior advantages to the child, and those interested in his improvement will, of course, be influenced by this consideration. Writing possesses these two striking advantages over every other medium of communication : First, the written communication is embodied in a visible form, and is submitted at once perfect and complete ; Secondly, it remains before the eye, allowing sufficient time for its examination, and for the discovery of its true import. Neither of these advantages attach to the

manual alphabet, nor to articulate sounds, for in each of these the communication is forwarded piecemeal, or in successive fragments, and is entirely destitute of that permanency which belongs to the written form. The letters of the manual alphabet vanish with their formation, and articulate sounds vanish with their delivery. It follows then, that to a person but imperfectly acquainted with language, written communications oppose to him fewest difficulties, and are therefore most likely to be understood.

THE END.

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